

Trainer's Guide

Module 1

Introduction



Presenter's name: _____

Date: _____



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1. Introduction

This section explains why it is important to support communication in people with intellectual developmental disabilities.

It includes the following parts:

- 1) Introducing the notion of communication
- 2) Explaining that communication is a right and an instrument, and that this right is acknowledged by international agreements
- 3) Defining the intellectual developmental disorders
- 4) Proposing two activities as “games” showing why communication is not so easy

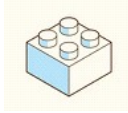
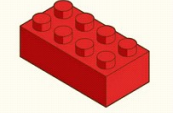
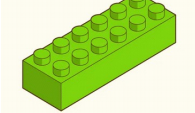
2. Materials needed

The slides for this presentation (COM-IN_PR3_1_Introduction.pptx).

A projector.

The materials necessary for the activities :



- For the activity #1 *Figure reproduction task* :
 - o 14 green, blue, red, and yellow bricks as shown below :

Type of brick	2x2	2x4	2x6
			
Quantity	1 green 2 blue 2 red 1 yellow	1 green 1 blue 2 red 2 yellow	1 green 1 yellow

- o The sheets including the task instruction and the pictures that serve as models (see attached annex 1)
- For the activity #2 *Describing characters*, use the materials in Annex 2.


3. Slides and trainer's notes

Content:

<p>Slide nº: 2 Estimated time:</p> <div data-bbox="268 707 1460 1368"><div data-bbox="480 741 1193 808">Module 1. Introduction</div> Erasmus+<div data-bbox="464 1025 1220 1167">Learning Objectives<ul style="list-style-type: none">• Understand why it is important to support communication in people with intellectual developmental disabilities</div><div data-bbox="1082 1317 1428 1339">Erasmus+ 2021-1-FR01-KA220-VET-000033251 2</div></div>
<p>SLIDE CONTENT</p> <p>Module 1 Introduction</p> <p>Learning objectives</p>
<p>NOTES</p>

Slide nº: 3

Estimated time:



The slide features a header with the 'COM-IN!' logo on the left, a yellow-bordered box containing the title 'Module 1. Introduction' in the center, and the Erasmus+ logo on the right. Below the header, the ASHA logo is displayed, followed by the text 'American Speech-Language-Hearing Association' and a link to their guidelines. The footer contains the Erasmus+ project number and the slide number '3'.

Module 1. Introduction

ASHA
American Speech-Language-Hearing Association
Guidelines for meeting the Communication Needs of Persons with severe disabilities
<https://www.asha.org/policy/GL1992-00201/>

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SLIDE CONTENT


Module 1 Introduction

Definition of communication according to the ASHA (1)


NOTES

The ASHA (American Speech-Language-Hearing Association) has edicted guidelines on which this training is grounded. These guidelines starts with a definition of communication.

Slide nº: 4 Estimated time:



Module 1. Introduction



Active process of exchanging information and ideas

Understanding and expression

Personalized movements, gestures, objects, verbalizations, vocalizations, pictures, signs, symbols, written language and output from Augmentative and Alternative Devices (AAC)

Efficient communication allow ones to express needs, wants, and preferences

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SLIDE CONTENT

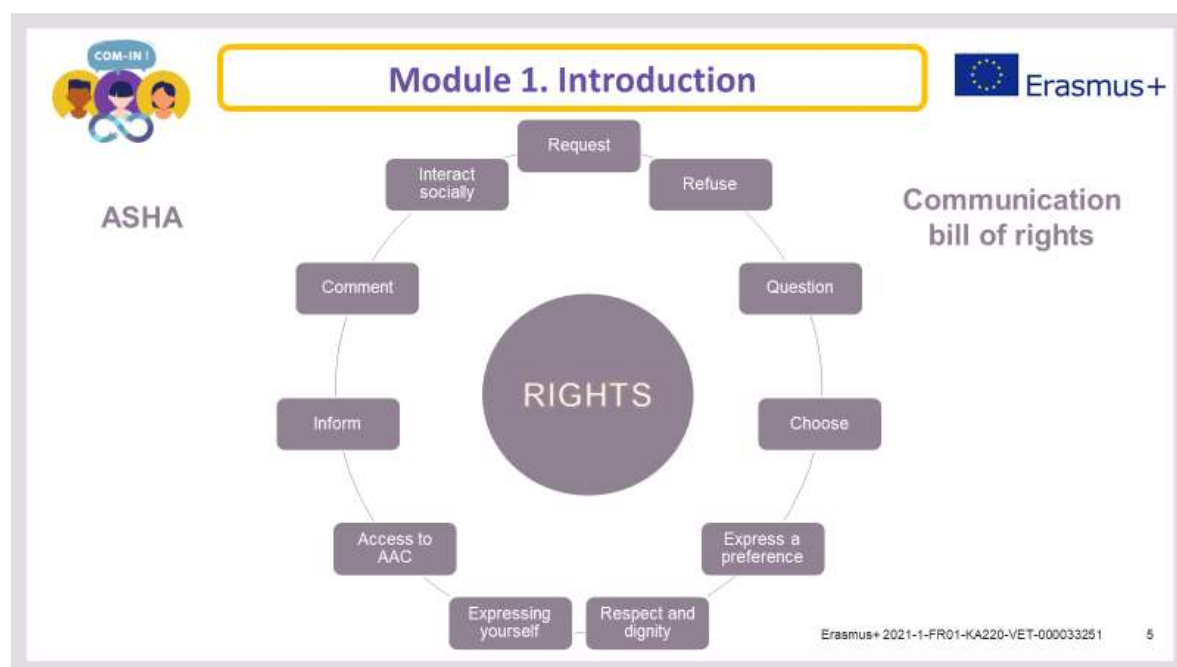
Module 1 Introduction

Definition of communication according to the ASHA (2)

NOTES

According to American Speech-Language-Hearing Association (ASHA), communication is the active process of exchanging information and ideas. Communication involves both understanding and expression. Communication includes also personalized movements, gestures, objects, verbalizations, vocalizations, pictures, signs, symbols, printed words, and output from augmentative and alternative (AAC) devices. When communication is effective both parties can express their needs, wants, feelings and preferences so that they can be understood.

Slide nº: 5 Estimated time:




SLIDE CONTENT

Module 1 Introduction
Communication as a right.


NOTES




In addition to the definition, the ASHA has edicted a communication bill of rights.
This bill illustrates how communication is a right and an instrument: it allows to express choices, feelings... It also allows to learn and to participate in the society.
More generally, communicate is a fundamental right.

Slide nº: 6 **Estimated time:**



Module 1. Introduction



 <p>Recognition of rights of access to education Non-discrimination Social integration = the purpose of education</p>	 <p>Righth to freedom of expression, self determination and inclusion Freedom of expression Access to information</p>	 <p>Everyone has the right to freedom of opinion and expression, includes freedom to:</p> <ul style="list-style-type: none">- hold opinion without interference- seek and receive information and ideas through any media and regardless of frontiers
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SLIDE CONTENT

Module 1 Introduction




Acknowledgment of the rights to freedom of expression, self-determination and inclusion.

NOTES

Every person's right to freedom of expression, self-determination and inclusion is recognized and acknowledged in several international agreements and declarations on individual rights. Universal Declaration of Human Rights Article 19 states: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Possible disability or the need for support must not affect a person's rights.

Slide nº: 7 Estimated time:



Commitment of signatory states

Providing information in accessible formats and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost

Accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions

Urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities

Encouraging the mass media, including providers of information through the Internet, to make their services accessible to persons with disabilities

Recognizing and promoting the use of sign languages

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Module 1 Introduction
UNCRPD Article 21.

NOTES


Possible disability or the need for support must not affect a person's rights. United Nation Convention on the Rights of Persons with Disabilities (UNCRPD) Article 21 presents the different commitment of signatory states whose aim to promote communication. This articles states that the signatory states shall take all appropriate measures to ensure that persons with disabilities can exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas on an equal basis with others and through all forms of communication of their choice, as defined in article 2 of the present Convention, including by: (a) Providing information intended for the general public to persons with disabilities in accessible formats and technologies appropriate to different kinds of disabilities in a timely manner and without additional cost; (b) Accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, – 15 – modes and formats of communication of their choice by persons with disabilities in official interactions; (c) Urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities; (d) Encouraging the mass media, including providers of information

through the Internet, to make their services accessible to persons with disabilities; (e)
Recognizing and promoting the use of sign languages.




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Module 1. Introduction



Intellectual developmental disabilities

- ICD11 (Intellectual Classification of Diseases), World Health Organization (WHO)

Condition in which intellectual and adaptative functioning are limited

- appears during the developmental period
- alone or in combination with any physical or mental condition (e.g. sensorial disorders, autism...)

Formerly: mental retardation

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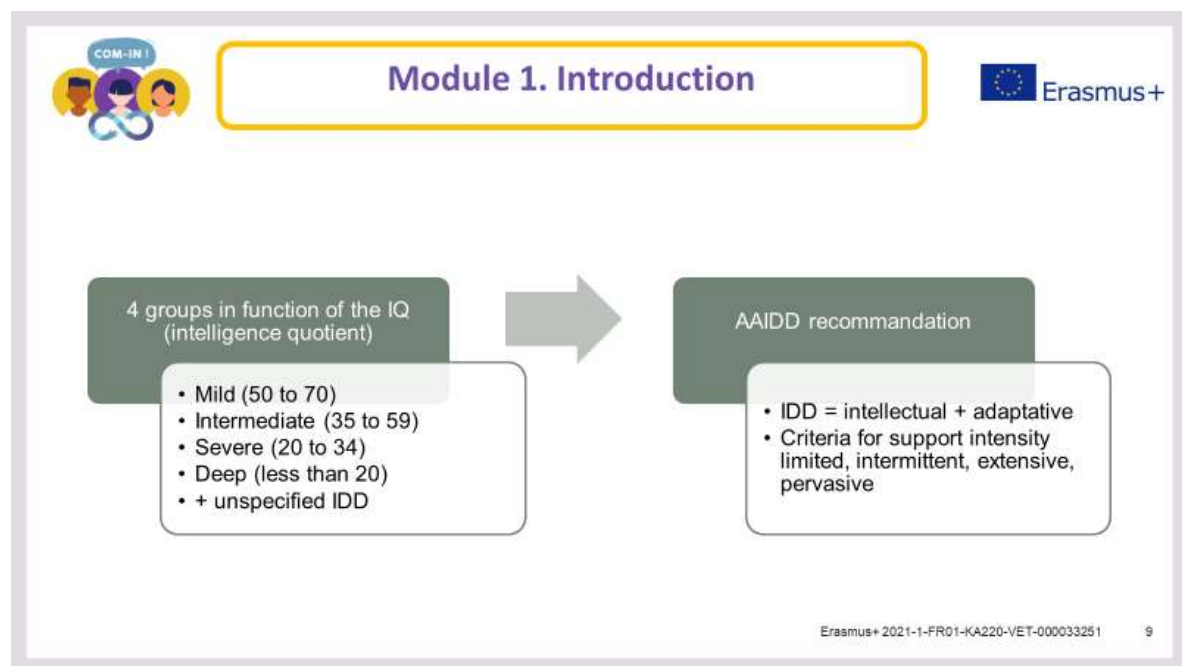
Module 1 Introduction
Definition of the IDD

NOTES

People with IDD have difficulties in this domain. According to the World Health Organization (WHO) classification of diseases, ICD11, intellectual developmental disability refers to a condition in which both the intellectual and adaptative functioning are limited and which appear during the developmental period -between 10 and 25 years. In particular, skills that emerge during developmental age, i.e., cognitive, linguistic, motor and social skills affecting general mental performance, are insufficiently developed. IDD can occur either alone or in combination with any physical or mental condition (Kaski, 2012). IDD correspond to what was formerly named mental retardation.

IDD is often associate with other disorders such sensorial disorders or autism.

Slide nº: 9 Estimated time:



SLIDE CONTENT

Module 1 Introduction
Categories of IDD

NOTES

IDD has long been classified according to the intelligence quotient (IQ) through intelligence tests into four groups: mild (IQ approx. 50-70), intermediate (IQ 35-49), severe (approx. 20-34) and deep (IQ less than 20) mental retardation. In addition, there is a category of "unspecified intellectual developmental disabilities" when IQ has not been assessed or when intelligence testing has not yielded a reliable result (Launonen & Korpjaakko-Huuhka, 2005).

Since the intellectual functioning limitation is no longer the sole criterion defining IDD, the American Association for Intellectual and Developmental Disabilities (AAIDD) proposes to rather speak of criteria for support intensity. This concept also considers the limitation of adaptative functioning. Thus, four levels of support are distinguished: Limited Support, Intermittent Support, Extensive Support and Pervasive Support.

Most people with IDD rarely find opportunities to communicate what they think and feel. Their environment has problems to understand them:

- Their families or friends sometimes don't have the necessary knowledge and tools to interpret correctly their will.
- Even, many professionals have not developed the indispensable skills to support them successfully to carry out the daily tasks.


The difficulties to promote communication in people with disabilities interact with their social environment aggravate the community exclusion and, therefore, the isolation of the most vulnerable groups.




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Slide nº: 10 Estimated time:



Module 1. Introduction



Methods for improving communication skills	Role of daily interactions with the environment	Communication as backbone of social links
<input type="checkbox"/> In persons with IDD <input type="checkbox"/> In professionals	<input type="checkbox"/> Build new supporting relationships <input type="checkbox"/> Reinforcing existing relationships	<input type="checkbox"/> Express needs, thoughts and emotions <input type="checkbox"/> Share concerns and wishes <input type="checkbox"/> Fair and strong relationships

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SLIDE CONTENT

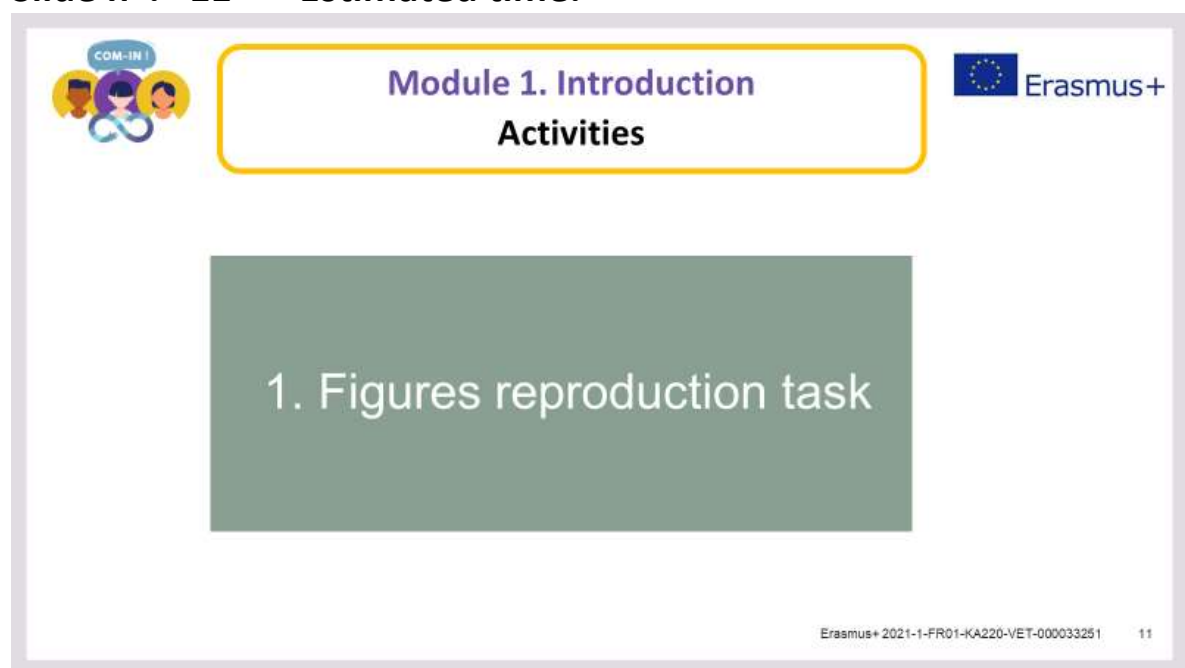
Module 1 Introduction
Categories of IDD

NOTES

This highlights the relevance of developing and implementing methodologies and processes aimed at improving their communication skills both professionals and the attended persons by our organisations.

All of us should consider that the daily interactions with the environment are crucial to build new supporting relationships and, at the same time, to reinforce the existing ones. And the communication is the backbone of any social bond. After all, without developing the basic communication skills, the individuals cannot express their needs, thoughts and emotions and, if they cannot share their concerns and wishes, their relationships will be flimsy, ephemeral and probably unfair.

Slide nº: 11 Estimated time:



The slide features a light purple border. In the top left corner is a 'COM-IN I' logo with three stylized figures. In the top right corner is the Erasmus+ logo. The main content area has a yellow rounded rectangle at the top containing the text 'Module 1. Introduction Activities'. Below this is a large green rectangle containing the text '1. Figures reproduction task'. At the bottom right, there is small text: 'Erasmus+ 2021-1-FR01-KA220-VET-000033251' and the number '11'.

SLIDE CONTENT

Module 1 Introduction

Activity #1: Figures reproduction task

NOTES

Both these activities aim at experiencing communication, and illustrating why communicate is not so easy.

Activity #1 Figure reproduction task:

Pair up the learners. One participant must describe a Bricks figure to their partner based on a model, and the other participant must reproduce it as accurately as possible. Give the following instructions:

"Pair up. One of you should take a model of a Brick figure and describe it as faithfully as possible to your partner so that they can reproduce it."

At the end of each task, identify the errors and difficulties that arose in communication between the participants.

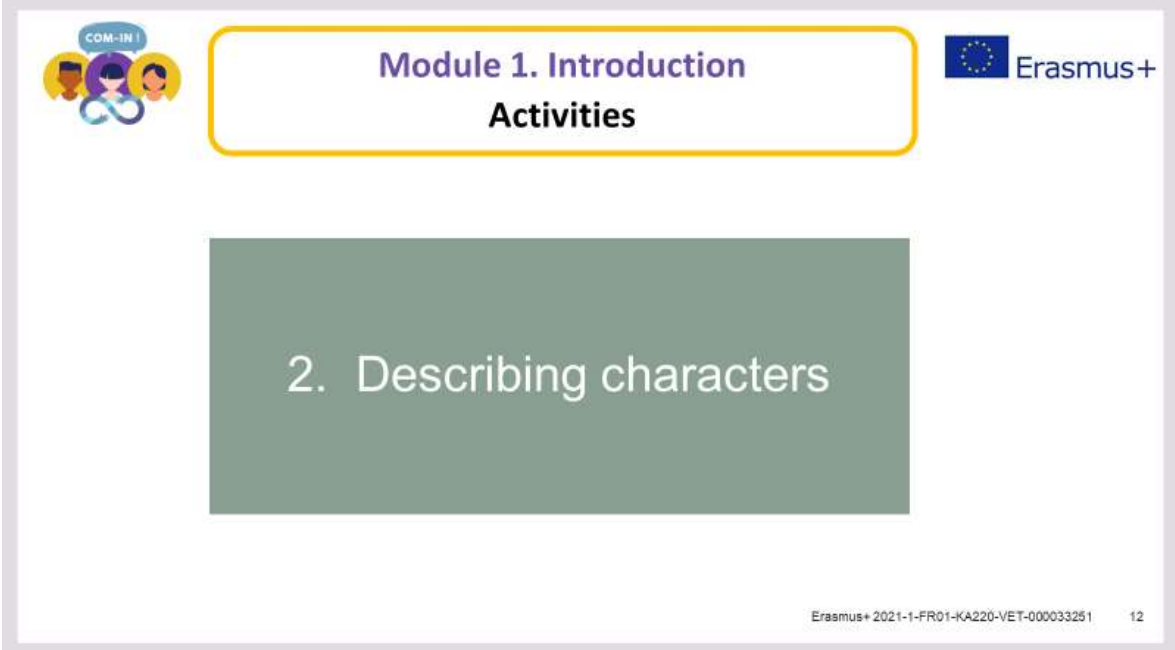
Annex 1 of the trainer's guide presents the different models.

The aim should be explained to the trainees:

Through this verbal task, the aim is to demonstrate to participants that it can be challenging to verbally communicate to others what one sees, even with normal communication skills. This difficulty is further heightened in individuals with a IDD, where language, whether on the expressive or receptive side, is generally affected. This may involve various linguistic systems such as

phonology, lexico-semantics, morphosyntax, or pragmatics. Therefore, this task highlights the necessity of supporting individuals with a TDI in the realm of communication.

Slide nº: 12 Estimated time:



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Module 1. Introduction
Activities

Erasmus+

2. Describing characters

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Module 1 Introduction

Activity #2: Describing characters

NOTES

Activity #2 Describing characters:

This task aims to raise awareness on the stereotypes.

Pair up the learners. Arrange on the middle of the tables the cards of characters and psychological or behavioral features presented in Annex 2.

Each participant selects a character from the suggested options (labels provided in Annex 2): an adult with an autistic spectrum disorder, a deaf adult, an elderly person, a teenager with an intellectual developmental disability, a kindergarten child, a refugee, and an adult suffering from depression."

The reminding characters cards are removed with only the features cards being in the middle of the table.

Each participant is then asked to select, among the features cards, the ones that they consider fitting to their chosen character and to align them on their side of the table. Note that sometimes the participants might want the same cards which is normal. This is not a problem.

Once they have done the selection, the reminding features cards are removed from the table.

Take a moment to discuss with the participants on what is true and is related to stereotypes on each of their choices for their respective characters. For this step, you can refer to the grid provided in annex for each character.

Then, both participants look at all the selected features cards for both characters and they identify common cards. These are moved to the center of the table.

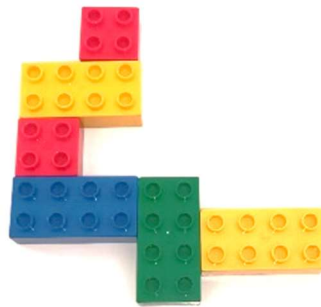
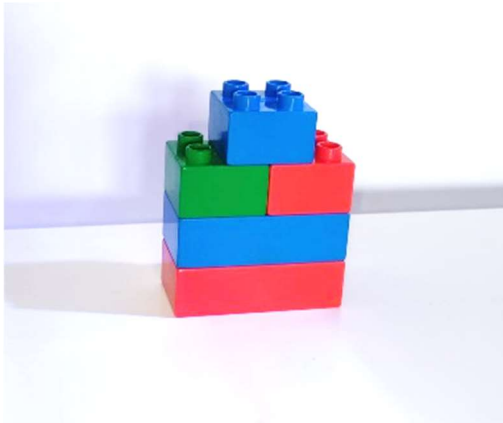
The common cards give the opportunity to raise awareness on the fact that needs may be shared between different kinds of people. This means that the same accommodations could be used to support them, including for people without disabilities (ex: accommodations for deaf people could be also useful for both elderly people or non reading children).

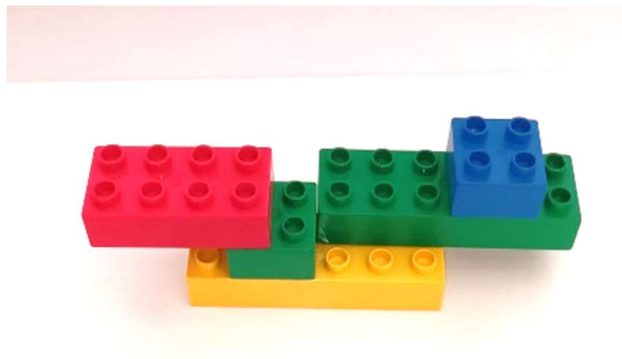
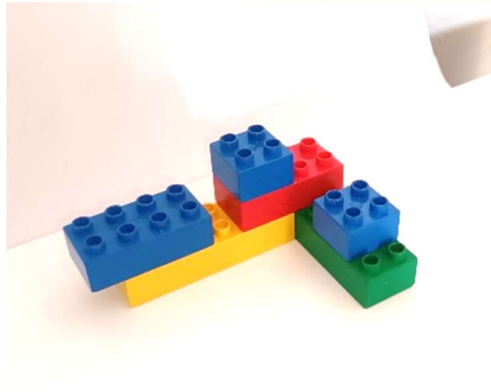
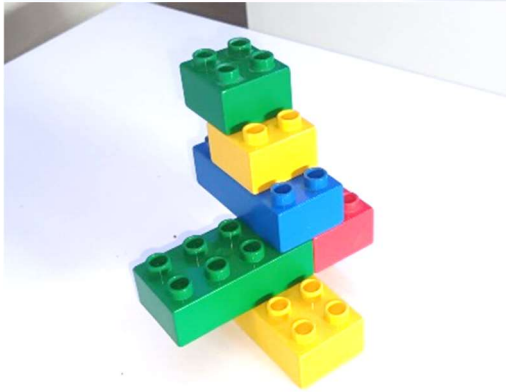
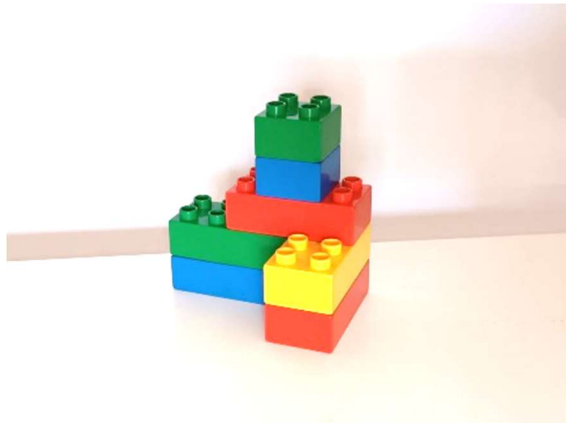
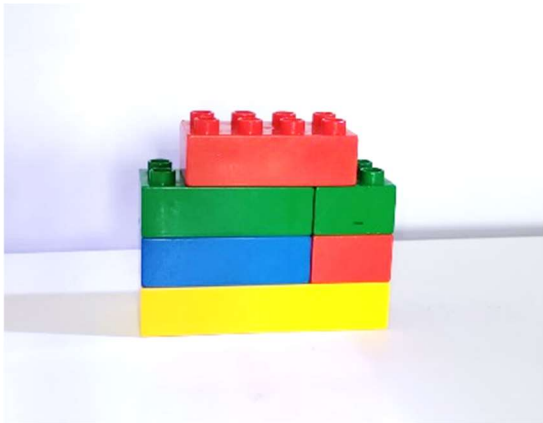


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ANNEX 1
ACTIVITY #1 FIGURE REPRODUCTION TASK – LIST OF MODELS





ANNEX 2

ACTIVITY #2 DESCRIBING CHARACTERS

These are the cards describing characters. Please take the time to cut them so they can be used separately.

AN ADULT WITH AN AUTISTIC SPECTRUM DISORDER (without intellectual disability)	A DEAF ADULT
AN ELDERLY PERSON	A TEENAGER WITH INTELLECTUAL DEVELOPMENTAL DISABILITIES
A KINDERGARTEN CHILD	A REFUGEE



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AN ADULT SUFFERING FROM DEPRESSION	
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These are the cards describing psychological and behavioral features. Please take the time to cut them so they can be used separately.

Can be manipulative	Can have difficulties focussing
Can use tools to control sound intensity	Can ignore people talking to them
Cannot hear well	Can have inexplicable strong emotional reactions
Can use the wrong level of speech (formal or vulgar)	Can be hypersensitive
Can talk to anyone, anywhere, about anything	Can struggle to caught interest in new things
Might need more time to answer	Might struggle to identify other's emotions
Might struggle to start conversations	Might struggle to recall past events
Might need more explanation on words or expressions	Might need a slower talking pace
Can cry without reason	Can have a nice and interesting conversation



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Might scream without reason	Might flee conversation
Might need to be talked louder	Might repeat themselves
Might struggle to locate events through space and time	Can talk to themselves in public
Might be bother by loud noises	Might need repetitions to understand
Can talk fast	Might need simplifications in explanations
Might struggle to adapt to their interlocuter	Can ask inappropriate questions
Can be malicious	Might struggle to pronounce certain words
Might not understand what was said to them	Can forgot important information
Can have hallucinations, hearing voices per example	Can use other communication devices that oral language (signs, cards...)
Might struggle to stop talking about their favourite subject	Might often talk about death
Can easily become violent	Can Jump from pillar to post



These are the grids that can help to discuss with the participants after they have described each characters.

A KINDERGARTEN CHILD

Can have difficulties focussing	Can Jump from pillar to post
Can have inexplicable strong emotional reaction	Can use the wrong level of speech (formal or vulgar)
Can talk to anyone, anywhere, about anything	Might struggle to identify other's emotions
Might need more time to answer	Might need more explanation on words or expressions
Might need a slower talking pace	Can cry without reason
Might scream without reason	Might repeat themselves
Might struggle to locate events through space and time	Can talk to themselves in public
Might need repetitions to understand	Might need simplifications in explanations
Can ask inappropriate questions	Might struggle to adapt to their interlocuter
Might struggle to pronounce certain words	Can be malicious
Can forgot important information	Might not understand what was said to them



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Might struggle to stop talking about their favourite subject	Can easily become violent
--	---------------------------

A REFUGEE

Can ask inappropriate questions	Might struggle to pronounce certain words
Can forgot important information	Can use other communication devices that oral language (signs, cards...)
Might not understand what was said to them	Can have hallucinations, hearing voices per example
Might often talk about death	Can Jump from pillar to post
Might struggle to stop talking about their favourite subject	Might struggle to locate events through space and time
Might be bother by loud noises	Might need repetitions to understand
Can have difficulties focussing	Can have inexplicable strong emotional reaction
Can use the wrong level of speech (formal or vulgar)	Can talk to anyone, anywhere, about anything
Might struggle to identify other's emotions	Might need more time to answer
Might struggle to recall past events	Might need more explanation on words or expressions



Might need a slower talking pace	Can have a nice and interesting conversation
Can cry without reason	

A TEENAGER WITH AN INTELLECTUAL DEVELOPMENT DISORDER

Can have difficulties focussing	Can have inexplicable strong emotional reaction
Can use the wrong level of speech (formal or vulgar)	Can struggle to caught interest in new things
Can talk to anyone, anywhere, about anything	Might struggle to identify other's emotions
Might need more time to answer	Might struggle to recall past events
Might struggle to start conversations	Might need a slower talking pace
Might need more explanation on words or expressions	Can cry without reason
Might scream without reason	Can talk to themselves in public
Might struggle to locate events through space and time	Might need repetitions to understand
Might need simplifications in explanations	Can ask inappropriate questions



Might struggle to adapt to their interlocuter	Might struggle to pronounce certain words
Can be malicious	Can forgot important information
Might not understand what was said to them	Can use other communication devices that oral language (signs, cards...)
Might struggle to stop talking about their favourite subject	Can Jump from pillar to post

AN ADULT SUFFERING FROM DEPRESSION

Can have difficulties focussing	Can ignore people talking to them
Might often talk about death	Can be hypersensitive
Can struggle to caught interest in new things	Might need more time to answer
Might struggle to start conversations	Might struggle to identify other's emotions
Might struggle to recall past events	Might need more explanation on words or expressions



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Might need a slower talking pace	Can have a nice and interesting conversation
Can cry without reason	Might flee conversation
Can forgot important information	

AN ELDERLY PERSON

Can have difficulties focussing	Can use tools to control sound intensity
Can ignore people talking to them	Can have inexplicable strong emotional reaction
Can't hear well	Can use the wrong level of speech (formal or vulgar)
Can talk to anyone, anywhere, about anything	Might need more time to answer
Might struggle to start conversations	Might need more explanation on words or expressions
Can be hypersensitive	Can struggle to caught interest in new things
Might struggle to recall past events	Might need a slower talking pace
Might need to be talked louder	Might repeat themselves



Might struggle to locate events through space and time	Can talk to themselves in public
Might be bother by loud noises	Might need repetitions to understand
Might need simplifications in explanations	Might struggle to adapt to their interlocuter
Can ask inappropriate questions	Might not understand what was said to them
Can forgot important information	Might often talk about death
Can easily become violent	Can Jump from pillar to post

AN ADULT WITH AN AUTISTIC SPECTRUM DISORDER (without intellectual disability)

Can have difficulties focussing	Might need a slower talking pace
Can ignore people talking to them	Can have a nice and interesting conversation
Can have inexplicable strong emotional reaction	Might flee conversation
Can be hypersensitive	Might repeat themselves
Can struggle to caught interest in new things	Can talk to themselves in public
Might struggle to identify other's emotions	Might need repetitions to understand



Can use other communication devices that oral language (signs, cards...)	Might need simplifications in explanations
Can Jump from pillar to post	Might need more explanation on words or expressions
Can use the wrong level of speech (formal or vulgar)	Might be bother by loud noises
Can talk to anyone, anywhere, about anything	Can talk fast
Might struggle to start conversations	Might struggle to adapt to their interlocuter
Might not understand what was said to them	Can ask inappropriate questions
Might struggle to stop talking about their favourite subject	

A DEAF (hearing-impaired) ADULT



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Can ignore people talking to them	Can use tools to control sound intensity
Can't hear well	Can be hypersensitive
Can talk to anyone, anywhere, about anything	Might need more time to answer
Might struggle to start conversations	Might need more explanation on words or expressions
Might need a slower talking pace	Can have a nice and interesting conversation
Might need to be talked louder	Might be bother by loud noises
Might need repetitions to understand	Can use other communication devices that oral language (signs, cards...)

